



Senate

General Assembly

File No. 491

February Session, 2014

Substitute Senate Bill No. 476

Senate, April 10, 2014

The Committee on Education reported through SEN. STILLMAN of the 20th Dist., Chairperson of the Committee on the part of the Senate, that the substitute bill ought to pass.

***AN ACT CONCERNING FULL-DAY KINDERGARTEN PROGRAMS
FOR ALLIANCE DISTRICTS, BILINGUAL EDUCATION PROGRAM
REQUIREMENTS AND A SUMMER LEARNING PROGRAM GRANT.***

Be it enacted by the Senate and House of Representatives in General Assembly convened:

1 Section 1. Subsection (d) of section 10-262u of the 2014 supplement
2 to the general statutes is repealed and the following is substituted in
3 lieu thereof (*Effective July 1, 2014*):

4 (d) The local or regional board of education for a town designated
5 as an alliance district may apply to the Commissioner of Education, at
6 such time and in such manner as the commissioner prescribes, to
7 receive any increase in funds received over the amount the town
8 received for the prior fiscal year pursuant to subsection (a) of section
9 10-262i. Applications pursuant to this subsection shall include
10 objectives and performance targets and a plan that may include, but
11 not be limited to, the following: (1) A tiered system of interventions for
12 the schools under the jurisdiction of such board based on the needs of
13 such schools, (2) ways to strengthen the foundational programs in

14 reading, through the intensive reading instruction program pursuant
15 to section 10-14u, to ensure reading mastery in kindergarten to grade
16 three, inclusive, with a focus on standards and instruction, proper use
17 of data, intervention strategies, current information for teachers,
18 parental engagement, and teacher professional development, (3)
19 additional learning time, including extended school day or school year
20 programming administered by school personnel or external partners,
21 (4) a talent strategy that includes, but is not limited to, teacher and
22 school leader recruitment and assignment, career ladder policies that
23 draw upon guidelines for a model teacher evaluation program
24 adopted by the State Board of Education, pursuant to section 10-151b,
25 and adopted by each local or regional board of education. Such talent
26 strategy may include provisions that demonstrate increased ability to
27 attract, retain, promote and bolster the performance of staff in
28 accordance with performance evaluation findings and, in the case of
29 new personnel, other indicators of effectiveness, (5) training for school
30 leaders and other staff on new teacher evaluation models, (6)
31 provisions for the cooperation and coordination with early childhood
32 education providers to ensure alignment with district expectations for
33 student entry into kindergarten, including funding for an existing local
34 Head Start program, (7) provisions for the cooperation and
35 coordination with other governmental and community programs to
36 ensure that students receive adequate support and wraparound
37 services, including community school models, (8) provisions for
38 implementing and furthering state-wide education standards adopted
39 by the State Board of Education and all activities and initiatives
40 associated with such standards, (9) the establishment of a full-day
41 kindergarten program, and [(9)] (10) any additional categories or goals
42 as determined by the commissioner. Such plan shall demonstrate
43 collaboration with key stakeholders, as identified by the commissioner,
44 with the goal of achieving efficiencies and the alignment of intent and
45 practice of current programs with conditional programs identified in
46 this subsection. The commissioner may require changes in any plan
47 submitted by a local or regional board of education before the
48 commissioner approves an application under this subsection.

49 Sec. 2. Subsection (d) of section 10-17f of the general statutes is
50 repealed and the following is substituted in lieu thereof (*Effective July*
51 *1, 2014*):

52 (d) Each local and regional board of education shall limit the time
53 an eligible student spends in a program of bilingual education to
54 [thirty] forty months, whether or not such months are consecutive,
55 except that summer school and two-way language programs pursuant
56 to subsection (i) of this section shall not be counted. If an eligible
57 student does not meet the English mastery standard at the end of
58 [thirty] forty months, the local or regional board of education shall
59 provide language transition support services to such student. Such
60 services may include, but need not be limited to, English as a second
61 language programs, sheltered English programs, English immersion
62 programs, tutoring and homework assistance, provided such services
63 may not include a program of bilingual education. Families may also
64 receive guidance from school professionals to help their children make
65 progress in their native language. If an eligible student enrolls in a
66 secondary school when the student has fewer than [thirty] forty
67 months remaining before graduation, the local or regional board of
68 education shall assign the student to an English as a second language
69 program and may provide intensive services to the student to enable
70 the student to speak, write and comprehend English by the time the
71 student graduates and to meet the course requirements for graduation.

72 Sec. 3. (NEW) (*Effective July 1, 2014*) (a) The Department of
73 Education, in consultation with the after school committee established
74 pursuant to section 10-16v of the general statutes, may, within
75 available appropriations, administer a grant program to provide grants
76 to local and regional boards of education, municipalities and not-for-
77 profit organizations that are exempt from taxation under Section
78 501(c)(3) of the Internal Revenue Code of 1986, or any subsequent
79 corresponding internal revenue code of the United States, as from time
80 to time amended, for summer learning programs that provide direct
81 services and for entities that provide support to summer learning
82 programs. For purposes of this section, "summer learning program"

83 means a program that provides a minimum of two hundred forty
84 hours of educational, enrichment and recreational activities during the
85 summer recess period for public schools and includes small group
86 instruction in literacy and math for children in grades kindergarten to
87 twelve, inclusive, and has a parental involvement component.

88 (b) (1) Applications for grants pursuant to subsection (a) of this
89 section shall be filed biennially with the Commissioner of Education at
90 such time and in such manner as the commissioner prescribes. As part
91 of the application, an applicant shall submit a plan for the expenditure
92 of grant funds.

93 (2) Eligibility for grants pursuant to this section shall be determined
94 for a two-year period and shall be based on the plan for expenditure of
95 grant funds. Prior to the payment of funds to the grant recipient for the
96 second year of the grant, the grant recipient shall report to the
97 Department of Education on performance outcomes of the program
98 and file expenditure reports pursuant to subsection (f) of this section.
99 The report concerning performance outcomes shall include, but not be
100 limited to, measurements of the impact on student achievement
101 including grade-level reading ability, childhood obesity and the
102 behavior of student participants.

103 (c) The Department of Education and the after school committee
104 established pursuant to section 10-16v of the general statutes shall
105 develop and apply appropriate evaluation procedures to measure the
106 effectiveness of the grant program established pursuant to this section.

107 (d) For purposes of carrying out the provisions of this section, the
108 Department of Education may accept funds from private sources and
109 from any state agency that is a member of the after school committee.

110 (e) The Department of Education shall provide grant recipients with
111 technical assistance, evaluation, program monitoring and professional
112 development. The department may retain up to four per cent of the
113 amount appropriated for the grant program for purposes of this
114 subsection.

115 (f) Grant recipients shall file expenditure reports with the
116 Commissioner of Education in accordance with subdivision (2) of
117 subsection (b) of this section and at such time and in such manner as
118 the commissioner prescribes. Grant recipients shall refund (1) any
119 unexpended amounts at the close of the program for which the grant
120 was awarded, and (2) any amounts not expended in accordance with
121 the approved grant application.

122 (g) Not later than March 15, 2017, and biennially thereafter, the
123 Department of Education shall report, in accordance with the
124 provisions of section 11-4a of the general statutes, to the joint standing
125 committee of the General Assembly having cognizance of matters
126 relating to education on performance outcomes of recipients of grants
127 under this section. The report shall include, but not be limited to,
128 measurements of the impact on student achievement including grade-
129 level reading ability, childhood obesity and the behavior of student
130 participants.

This act shall take effect as follows and shall amend the following sections:		
Section 1	<i>July 1, 2014</i>	10-262u(d)
Sec. 2	<i>July 1, 2014</i>	10-17f(d)
Sec. 3	<i>July 1, 2014</i>	New section

ED *Joint Favorable Subst.*

The following Fiscal Impact Statement and Bill Analysis are prepared for the benefit of the members of the General Assembly, solely for purposes of information, summarization and explanation and do not represent the intent of the General Assembly or either chamber thereof for any purpose. In general, fiscal impacts are based upon a variety of informational sources, including the analyst's professional knowledge. Whenever applicable, agency data is consulted as part of the analysis, however final products do not necessarily reflect an assessment from any specific department.

OFA Fiscal Note

State Impact:

Agency Affected	Fund-Effect	FY 15 \$	FY 16 \$
Education, Dept.	GF - Potential Cost	See Below	See Below

Municipal Impact:

Municipalities	Effect	FY 15 \$	FY 16 \$
Various Local and Regional School Districts	Revenue Gain/Revenue Loss	See Below	See Below
Various Local and Regional School Districts	STATE MANDATE - Cost	See Below	See Below

Explanation

Section 1 of the bill allows alliance districts to use alliance funding on full day kindergarten programs. This change provides greater flexibility in spending, to alliance districts, but does not result in a fiscal impact. In FY 14 alliance districts received a total of \$87.4 million in alliance district grants.

Section 2 increases the limit, from 30 to 40 months an eligible student can spend in bilingual education. This will result in a cost to local and regional school districts that provide additional months of bilingual education. The cost to local and regional school districts is unknown, as the State Department of Education (SDE) does not collect this data. The change could also result in an increased cost to the state, associated with the Bilingual Education grant. Currently, the grant is capped at \$1.9 million, and districts receive grant amounts varying from \$2,000 per district to approximately \$300,000 per district. If the

grant were to be uncapped, the state would be responsible for reimbursing districts for a portion of their additional expenditures. Additionally, increasing the limit from 30 to 40 months could result in a redistribution of funds between municipalities.

Section 3 allows, within available appropriations, the State Department of Education (SDE) to establish a new summer learning grant program. An average 8 week, full day summer program costs approximately \$1,500 per student. A grant for 50 students would cost \$75,000. If SDE were to award up to 10 grants that total would be \$750,000. The bill does not define the length of the program or length of the day, so the amount of the grant could be significantly less. It should be noted that the bill requires SDE to implement this change within available appropriations. It does not appear that this mandates that the agency perform the activity regardless of available funding, therefore, the cost described above is potential.

The Out Years

The annualized ongoing fiscal impact identified above would continue into the future subject to the amount and number of grants distributed and to the appropriated level of the bilingual education grant.

OLR Bill Analysis**sSB 476*****AN ACT CONCERNING FULL-DAY KINDERGARTEN PROGRAMS FOR ALLIANCE DISTRICTS, BILINGUAL EDUCATION PROGRAM REQUIREMENTS AND A SUMMER LEARNING PROGRAM GRANT.*****SUMMARY:**

The bill increases the limit, from 30 to 40 months, on the time an eligible student can spend in bilingual education. By law, local and regional boards of education must determine how many students are eligible for bilingual education and provide bilingual education if there are 20 or more students in any school who are dominant in any one language other than English.

The bill makes a conforming change that after 40 months, rather than 30, if the student does not meet the English mastery standard, the board must provide language transition support services to the student. These services may include, English as a second language (ESL) programs, sheltered English programs, or English immersion programs, but cannot include bilingual education.

Under current law when a student eligible for bilingual education enrolls in secondary school and has fewer than 30 months (three school years) left before graduation, he or she must be assigned to an ESL program and may be given intensive services to help the student speak, write, and comprehend English by graduation and meet graduation requirements. The bill extends this time to 40 months (four school years), so this provision would apply to students one grade sooner.

It also:

1. expressly expands the uses of Alliance district funds to include

providing full-day kindergarten and

2. allows, within available appropriations, the State Department of Education (SDE) to establish a new summer learning grant program along with the necessary program details, such as the grant application process, and program evaluation and reporting.

EFFECTIVE DATE: July 1, 2014

ALLIANCE DISTRICT FUNDS AND FULL-DAY KINDERGARTEN

The bill expands the statutory list of activities and programs for which alliance district funds can be used to include full-day kindergarten. By law, alliance district funds can be used for a variety of specified purposes including (1) a tiered system of interventions to improve schools; (2) intensive reading instruction programs; and (3) additional learning time, including an extended day or school year.

SUMMER LEARNING PROGRAM GRANTS

The bill permits SDE, in consultation with the after-school committee established under state law, to administer a grant program, within available appropriations, for summer learning programs run by local and regional boards of education, municipalities and not-for-profit organizations. Under the bill a “summer learning program” means a program that provides at least 240 hours of educational, enrichment, and recreational activities during the public school summer recess. It must include small-group instruction in literacy and math for K-12 children, and have a parental involvement component.

Applications and Grant Process

Grant applications must be filed biennially with the education commissioner in a time and manner he decides. The application must include a spending plan for the grant funds.

Eligibility for grants is (1) determined for a two-year period and (2) based on the grant spending plan. To receive funds in a second year, a grant recipient must report performance outcomes for the program

and file expenditure reports with SDE. The report concerning performance outcomes must include measurements of the program's impact on (1) student achievement, including grade-level reading ability; (2) childhood obesity; and (3) the behavior of student participants.

Evaluation Procedures

SDE and the after-school committee must develop and apply appropriate evaluation procedures to measure the program's effectiveness. By law, after-school committee members are appointed by the education commissioner in consultation with social services commissioner and the Children's Commission executive director and may include individuals with expertise in after-school programs and after-school providers.

SDE Role in Program Development

SDE can retain up to 4% of the amount appropriated for the program to provide grant recipients with technical assistance, evaluation, program monitoring, and professional development.

Recipient Expenditure Reports

The bill requires grant recipients to file expenditure reports with the education commissioner when and how he chooses. Recipients must refund (1) any unexpended money at the close of the program for which the grant was awarded and (2) any grant money not expended according to the approved grant application.

Accepting Public and Private Support

For purposes of the program, the bill allows SDE to accept funds from private sources and from the Department of Social Services (a state agency that is an after-school committee member).

Reporting Requirement

By March 15, 2017, and biennially thereafter, SDE must report to the Education Committee on performance outcomes for summer learning grant recipients including (1) impact on student achievement,

including grade-level reading ability; (2) childhood obesity; and (3) the behavior of student participants.

COMMITTEE ACTION

Education Committee

Joint Favorable Substitute

Yea 29 Nay 4 (03/24/2014)